

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hanborough Manor Church of England Primary School			
Address	Riely Close, Long Hanborough, Witney, Oxford, OX29 8DJ		
Date of inspection	7 February 2020	Status of school	Academy inspected as VC Eynsham Partnership Academy Trust
Diocese	Oxford	URN	141053

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Hanborough Manor is a primary school with 203 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Since the last inspection a new headteacher has been appointed. The local governing board has seen many changes and most staff have been appointed within the last two years.

The school's Christian vision

Nurture, Educate, Inspire

We are committed to providing an education for pupils that enables them to live life in all its fullness and fulfils the words of Jesus: 'I came that they might have life and have it abundantly' (John 10:10). In our school we have one golden rule. We treat others as we would like to be treated.

Key findings

- Strong leadership by the headteacher and her deputy has ensured that the newly developed vision is at the heart of the school's work. Governors understand the need to ensure that all decisions flow from this new vision.
- All pupils achieve very well at Hanborough Manor. This is because staff are determined that pupils will be enabled to live life in all its fullness. They have yet to consider how they can support pupils' spiritual development.
- Pupils have high aspirations for themselves because they see the school's golden rule and school vision as touchstones that will help them to follow their dreams. In this way they are developing a real sense of social justice and the way their own actions can make a difference.
- Collective worship has a real impact on every aspect of school life. Whilst pupils are involved in every act of worship they do not independently plan and lead these times.
- Pupils are clear about the need to treat everyone with respect and dignity, because they have a good knowledge of a wide range of faiths and beliefs. They discuss how this is linked with their school vision.

Areas for development

- Develop a clear monitoring system that ensures that all governors evaluate the effectiveness of the school's vision in directing every aspect of the school's work.
- Enable pupils to plan and lead acts of worship in order to develop greater pupil engagement.
- Develop a spirituality policy that explores a shared understanding of spirituality. Use this understanding to offer progressively deeper experiences for pupils as they move through the school so that they are confident in discussing their own spiritual journey.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Hanborough Manor has worked hard over the last two years to explore what it means to be a Church school. All stakeholders were involved in the review of the school's vision and values. The new vision is now confidently understood by all to truly reflect life at Hanborough Manor. It is firmly rooted in biblical teaching. The school's values are seen as very positive, moral values, essential to the life of the school. They are not always understood by staff and pupils to be rooted in biblical teaching. Pupils understand how the school's golden rule reflects Jesus' command to 'Love others as you love yourself'. The vision to 'Nurture, Educate, Inspire', enables all pupils to flourish and to live life in all its fullness. Governors too are excited by the possibilities of the new vision. They now expect to test every decision against the vision, so ensuring that it truly drives policy and practice. Governors have little evidence of the effectiveness of the school as a church school. They are exploring ways to assess the impact of the vision on the life of the school.

The headteacher speaks powerfully how this is an inclusive vision. 'It enables all pupils to reach their potential in every aspect of their lives and empowers them in their future lives.' Consequently, all pupils, whatever their starting point, make very good progress at Hanborough Manor. The school has not explored what it means to be spiritual. Whilst a difficult concept, understanding what this means for pupils and staff at Hanborough Manor, is an important step. Attendance is good because children enjoy a well-thought-out and creative curriculum. The headteacher works closely in supporting families so that they see the importance of their child being in school.

Hanborough Manor has an excellent relationship with the local church, which meets weekly in the school. The clergy are highly visible around school and much respected for their work with families. Parents speak of how this relationship 'brings the community together'. The close link between leaders and the clergy ensures that vulnerable families feel nurtured and supported, enabling them to live life in all its fullness. The school has many systems in place to support pupils, whatever their needs. The introduction of Dilys, a therapy dog, has opened new ways for pupils to feel able to discuss their concerns and fears. She is a source of nurture and inspiration for many vulnerable pupils. Staff too feel supported by leaders and appreciate the systems put in place to support their work-life balance.

Pupils behave extremely well at Hanborough Manor. This is because they truly understand the purpose of the school's golden rule and the importance of the school values. 'If we didn't have the values, we wouldn't get on so well', explained a child in Year 4. Pupils really understand how the need to 'treat others as you would like to be treated' is an important benchmark for life. In this way they are learning to treat everyone, whatever their faith or background, with dignity and respect. The school has worked hard to give pupils many experiences that, underpinned by the vision, enable them to understand diversity and difference. Pupils recognise that if they are to live life in all its fullness, they need to try new things, including some that might scare them! This links with their recent work on good mental health where they were challenged to 'Find your Brave'. Pupils have chosen two charities this year, one of which raises funds for schools in Africa. This is a clear example of how pupils are seeing the school's vision in action. They have a real sense of challenging injustice and relate it explicitly to the right of everyone to be treated fairly.

Collective worship has a significant impact on every aspect of school life. The themes reflect the Christian tradition and values of the school and generally use biblical teaching as a focus. Pupils enjoy the way that they gather through song. Each time of worship explores ways in which the Christian message helps pupils to understand both the vision and the values of the school. Prayer and reflection are key parts of these times. Links with the church have supported pupils in their own spiritual journey. Many attend the termly Prayer Space events led by the clergy. Pupils speak movingly how collective worship is a time when they can be close to God. Some use prayer at home. Pupils recognise the links with the church through the use of gathering phrases at the beginning of these times and the use of coloured cloths that reflect the church calendar. Pupils have little understanding of God as Father, Son and Holy Spirit. They are unaware of the deeper significance of lighting a candle at the beginning of worship. Monitoring of collective worship is frequent and has led to some changes.

Pupils now lead the welcome to worship, using words they have written themselves. They do not plan and lead whole acts of worship independently, a role they would relish.

Pupils enjoy their religious education (RE) lessons. This is because staff are using increasingly deeper questions to challenge their thinking and to increase their understanding. Pupils have a good understanding of a wide range of faiths. Supported by visitors and visits to places of worship, they are learning to treat others with respect, so reflecting the school's vision. Assessment identifies how well pupils are achieving in their RE lessons and staff are beginning to use this data to help pupils make better progress. The RE lead monitors regularly and effectively, training staff to better understand the possibilities of the materials they are using. Pupils are not routinely challenged to see how what they are learning might reflect the school's values or might make a difference in their own lives.

This is a school that abounds with joy. Pupils relish taking part in innovative projects such as 'Celebrating Music' and well-thought out trips and visitors. In this way pupils are learning to live life in all its fullness and are inspired to achieve more. Increasingly driven by the vision, pupils and adults truly flourish at Hanborough Manor.

Headteacher	Clare Morgan
Inspector's name and number	Karen Surrall 842